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| **Preschool Literacy** | | | | | | | | | | | | | | | | |
| **First Quarter** | | | | | | | | | | | | | | | | |
| **Unit 1** | **All about me**  **Essential Question**:  1. How do understanding and following rules help me to relate to the peers and adults in my life?  2. How do community helpers make Arkansas a great place to live?  3. Why does understanding my body and emotions make me healthier and happier? | | | | | | | | | | | | | | | |
| Topics, Skills or Concepts | | | | | Time-frame | | Unit Themes | | Texts | | | | Assessments | | | |
| Rules and Procedures  SL.PK. 1c have collaborative conversations  L.PK. 1 Correctly use English grammar  when speaking.  L.PK.1b use nouns and verbs correctly | | | | | Week  1-36 | | My School Rules- | | *Chrysanthemum*—Kevin Henkes  First Day Jitters—Julie Daneberg  **Making Friends**—Fred Rogers | | | | **-**Students will draw a picture of themselves making or keeping a friend.  -Picture will be bound into a classroom book.  -Pictures may have captions added if child wishes. | | | |
| RI.PK.5 Correct Book Usage  SL.PK.1a follow rules for discussion  RL.PK.9 Participate in group reading activities  RI.PK.6 Describe role of author and illustrator | | | | | Week  2 | | My School Rules- | | Pete the Cat: Rocking in my New School Shoes—Eric Litwin (w/CD)  Know and Follow Rules—Cheri Meiners  Manners on the Playground-Carrie Finn | | | | -Students will assist teacher in establishing playground rules.  -students will illustrate rules in pictures. | | | |
| RF.PK.1a follow words left to right  RL.PK.7 Engage in a picture walk  RL.PK.4 Explore new vocabulary  RI.PK.4 Interest to increase vocabulary | | | | | Week  3  Week 4 | | Arkansas-Aa  My Body-Bb | | *N is for Natural State*  18 Wheels Rolling to Arkansas  *Fisherman Jack’s Secret*  My Five Senses—Aliki  *Parts*—Tedd Arnold  *More Parts*—Tedd Arnold | | | | -Students will create a representation of an Arkansas symbol through drawing, acting, sculpting, painting, or other artistic expression  TSW use new vocabulary to label body parts of Mat Man. | | | |
| RI.PK.7 Describe relationship between illustration and text. | | | | | Weeks 5-9 | | Community Helpers-Cc | | *Career Day*—Anne Rockwell  Community Helpers from A to Z—Bobbie Kalman  *ABC of Jobs*—Roger Priddy | | | | - TSW illustrate what is needed to perform certain jobs, complete with directions. | | | |
| RF.PK.3 a one to one letter/sound correspondence | | | | | Week  6 | | Diversity-Dd | | *I Love My Hair!—*Natasha Anastasia Tarpley  We All Sing with the Same Voice (w/CD)—J.Phillip Miller  Whoever You Are—Mim Fox | | | | -TSW illustrate a drawing of what makes them special.  -Pictures will be bound into a classroom book.  -Pictures may have captions added by dictation. Make book illustrating l/s | | | |
| SL.PK. 6 Express thought, feelings and ideas | | | | | Week  7 | | Emotions-Ee | | Alexander and the Terrible, Horrible, No Good, Very Bad Day—Judith Viorst  Words are Not for Hurting—Elizabeth Verdick  The Way I Feel—Janen Cain | | | | -TSW create painting expressing a variety of feelings, complete with directions. | | | |
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| **Unit 2** | **Fall**  **Essential Questions:**   1. What changes come with fall? 2. What is harvesting? 3. What important contribution did the pilgrims and Indians make for America? | | | | | | | | | | | | | | | |
| W.PK.5 respond to questions to add details  SL.PK.3 ask/answer questions to seek help or clarify | | | | | Weeks 8-9 | | Fire Safety-Ff | | A Day With a Firefighter—Jan Kottke  Firefighters A-Z—Chris L. Demarest  Stop, Drop and Roll | | | | -Verbal response to questions.  Ask questions about new words | | | |
| RF.PK. 2.a language play  RF.PK.2 b match words that rhyme | | | | | Week  9 | | Free Week | | Fall Leaves Fall—Zoe Hall | | | | -Engage in reading a book with rhyming words.  -Add rhyming word. | | | |
| **Preschool Math**  **Essential Questions:**What is a circle, square, rectangle and triangle?  How do patterns help us learn math operations? | | | | | | | | | | | | | | | | |
|  | | | | | Week 1  Getting started | |  | | Wilbur the weather cat  Dinosaurs Days | | | |  | | | |
| PK.G.1 Identify and describe shapes (basic to complex).  PK.CC.1 count to 20 | | | | | Weeks  2 | | Topic 3  Shapes  (basic) | | GWM Discussion book-p. 38-39  Math is All Around Us: Shapes in the Kitchen-Tracey Steffora  There’s a Square-Mary Serfozo  The Shape of Things-Dayle Ann Dodds  Shapes, Shapes, Shapes-Tana Hoban | | | | TSW find an object in the room that demonstrates a shape and bring it back to the carpet during center-time for discussion.  Join group counting | | | |
| PK.OA.2 Duplicate and extend patterns. | | | | | Weeks  3-4 | | Topic 11  Shapes and patterns | | Pat and Penny  Math is All Around Us: Patterns at the Museum-Tracey Steffora | | | | TSW create a repeating pattern with teacher selected manipulatives. | | | |
|  | | | | | Weeks 5-6 | | Topic 7  Designs and patterns | | Pretty Patterns  Beep, Beep, Vroom, Vroom-Stuart J. Murphy | | | | TSW work cooperatively to create a chart listing objects either at home or in the classroom with patterns on them. | | | |
|  | | | | | Weeks  7-8 | | Topic 4  sorting | | The Dancing Dragons  Math is All Around Us: Sorting at the Market-Tracey Steffora  Mrs. Bindergarten’s 100th Day-Joseph Slate and Ashley Wolff | | | | -TSW sort manipulatives under teacher supervision during small group time. | | | |
| PK.MD.2 Sort objects and count the number of objects in each group. | | | | | Weeks  6-9 | | Topic 6  Counting  1,2,3,4,5 | | Over in the Meadow-Ezra Jack Keats  Cherrios Counting-Will and Barbara McGrath  Cherrios Count to 100-Justine Fontes and Carolyn Croll  Math is All Around Us: Counting in the City-Tracey Steffora | | | | TSW demonstrate counting skills and one to one correspondence with a group of 5 objects. | | | |
| **Second Quarter** | | | | | | | | | | | | | | | | |
| Topics, Skills or Concepts | | | | | Time-frame | | Unit Themes | | Texts | | Assessments | | | | | |
| RF.PK.2 Begin to understand basic spoken words, syllables, & sounds  RF.PK.2c awareness of relationship between letters/sounds  L.PK.6 Use newly learned vocabulary correctly.  W.PK.6 Share creative work. | | | | | Week  10-36 | | Garden/  Apples-Gg | | Apple Farmer Annie—Monica Wellington  *Johnny Appleseed*—Reeve Lindbergh  Ten Red Apples—Pat Hutchins | | -Listen for rhyming words in the story.  -Students will show understanding of rhyming words by repeating words back.  -They will say a rhyming word that rhyme with numbers. | | | | | |
| SL.PK. 1b extend conversations to multiple exchanges  L.PK.1f expand complete sentences  PK.L.1c use plurals correctly | | | | | Week  11 | | Harvest/  Pumpkins  Hh | | *Tiny Seed—*Eric Carle  The Giant Cabbage—  *An Alaskan Tale--*Cherie B. Stihler | | -Pair share-discuss what happens to the seeds?  -Draw a picture after reading the book. | | | | | |
| SL.PK.6 Express thoughts, feelings, & ideas.  SL.PK.2 confirm understanding by asking/answering questions  RL.PK.1 describe details in a story  W.PK.1 combine skills of drawing, dictating and writing about opinion | | | | | Weeks  12-36 | | Native American Indians-Ii | | The Legend of the Blue Bonnet—  Corn is Maize, the Gift of the Indians—Alika  Squanto and the Miracle of Thanksgiving—Eric Metaxas | | -Children will express thoughts and feelings about the story.  -how would you feel in a drought?  -dictate opinion of Thanksgiving | | | | | |
| RI.PK.3 Describe 2 events in a text  RL.PK.3 describe characters, major events or setting in a story | | | | | Week  13 | | Pilgrim  Journey-Jj | | The Littlest Pilgrim—Brandi Dougherty  The Story of the Pilgrims—Katherine Ross  Sarah Morton’s Day—Katie Waters | | -Verbally describe main characters in the book  - group activity that includes hands on project making a village.  -retell story in3 parts. | | | | | |
| RL.PK.9 compare/contrast text  RL.PK.10 participate in group reading activities  SL.PK.3 ask/answer questions to seek help or gain information | | | | | Week 14 | | Thanks-  Giving | | Alligator Arrived With Apples—  When the Relatives Came--Cynthia Rylant  Over the River, A Turkey’s Tale—Derrick Anderson | | -Children will show they gain information by sharing a picture about the book.  -ask/answer questions about new words | | | | | |
| **Unit 3** | | | **Celebrations around the world**  **Essential Questions:**   1. How do you and your family celebrate during the holidays? 2. How are some winter celebrations the same/different? 3. What can you do to help others have a good holiday season? | | | | | | | | | | | | | |
| W.PK. 3 narrate and event using writing and dictation skills  W.PK.2 combine skills of drawing, dictating and writing about informational text | | | | | Week 15 | | Kwanza/  Hispanic-Kk | My First Kwanzaa—Karen Katz  Too Many Tamales—Gary Soto  Llama, Llama Holiday Drama—Anna Du  Light the Lights, A Story about Hanukkah & Christmas | | | | | | | | -Draw picture of their family celebration and dictate a story about it. |
| RL.PK. 11 make text to text, world, and self connections | | | | | Week  16 | | Lights/  Hanuakkah  Germany-Ll | Cobweb Christmas: The Tradition of Tinsel—Shirley Climo  The Gingerbread Baby—Jan Brett  Light the lights, a story about Hanukkah & Christmas | | | | | | | | -Teacher will facilitate a group discussion using a venn diagram to compare test to text. |
| RL.PK. 11 make text to self connections  L.PK.5c Identify real life connections between words and their use | | | | | Week  17 | | American/  Italy/Egypt | *Song of the Camels*—Elizabeth Coatsworth  Merry Christmas Strega Nona—Tomie Deboata  The Legend of the Christmas Tree—Rick Osborne | | | | | | | | -Learn Christmas carols “Old Tannenbaum  -Draw a picture of your family’s Christmas tree. |
| Continue as above | | | | | Week  18 | | American | *The Gingerbread Boy*—(compare versions)  Twas the Night Before Christmas—Mary Englebreit  The Miracle of ST. Nicholas-Gloria Whelan | | | | | | | | -Create a graph comparing the 3 gingerbread story elements.  Characters  Setting/problem  Solution |
| **Preschool Math**  **Essential Questions:**What are the measuring skill that will help us with addition and subtraction**?**  Why is learning numbers in order important? | | | | | | | | | | | | | | | | |
| Pk. CC.2 Represent a number of objects with a written numeral 0-5 | | | | | Week  10 | | Topic 6  counting | | Counting Poems Flip Chart -Betty Franco  Number Tales -Scholastic  Puppet’s Party | | | | TSW write and match a numeral (0-5) to its corresponding group of objects. | | | |
| PK.CC.4 One-one correspondence to #10. | | | | | Weeks  11-12 | | Topic 12  Counting  1-10 | | Counting Kisses-Karen Katz  This Old Man  One Drowsy Dragon-Ethan Long  Anno’s Counting House-Mitsumasa Anno  Deep in the Swamp-Donna M. Bateman and Brian Lies | | | | TSW count 10 manipulatives using one to one correspondence. | | | |
| PK.OA.1 Demonstrate an understanding of addition and subtraction. | | | | | Weeks  13-14 | | Topic 12  Counting | | The Doorbell Rang-Pat Hutchins  The Hershey’s Kisses Subtraction-Jerry Pallotta and Rob Bolster  Each Orange Had 8 Slices-Paul Giganti, Jr. | | | | TSW demonstrate different groupings to represent the number 10. | | | |
| PK.MD.1 Describe and compare measurable attributes. | | | | | Weeks  15,16,  17 | | Topic 10  Heavy/light  More/less | | GWM Discussion Book pgs. 34-35  Who Has More-Rosemary Irons  How big is a foot?-Rolf Myller  Little Elephant, Big Mouse-Benita Cantieni and Fred Gachter  Inch by Inch-Leo Lionni | | | | TSW compare objects to a middle weight and group them in categories of heavier or lighter.  -TSW demonstrate the concept of more or less by filling containers of the same size with different amounts of water or sand. | | | |
|  | | | | | Week 18 | |  | | Review  Math is All Around Us: Using Addition at Home-Tracey Steffora  Math is All Around Us: Using Subtraction at the Park-Tracey Steffora | | | | -add and subtract  Groups up to 10 | | | |
|  | | | | **Third Quarter** | | | | | | | | | | | | |
| **Unit 4** | | | | **Winter Happenings**  **Essential Questions:**   1. What changes come with winter? 2. Where do animals go in the winter? 3. How does love affect us? | | | | | | | | | | | | |
| Topics, Skills or Concepts | | | | | Time Frame | | Unit Theme | | Texts | | | | | Assessments | | |
| RL.PK.2 Retell familiar stories.  RL.PK.5 interact with various text  W.PK. 3 use drawing, dictation and writing to narrate an event | | | | | Weeks  19-36 | | Free week | | Amazing Grace—Mary Hoffman and Caoline Binch  Martin’s Big Words—Doreen Rappaport and Bryan Collier | | | | | -Interact with various  texts by role play.  -make book of 3 or more pages | | |
| RI.PK.1 ask/answer questions about  details in text.  W.PK.6 use digital tools | | | | | weeks  20-36 | | Dressing for  winter  Mittens-Mm | | Buying Mittens—Nankichi Nimi  *The Mitten Tree—*Candice Christiansen  Froggy Gets Dressed—Jonathan London | | | | | -Students will ask and answer questions about the story.  -Use the computer and look up winter clothing people wear in different parts of the world. | | |
| W.PK.2 use drawing,dictation and writing to write explanatory informational text. | | | | | Weeks  21-36 | | Nocturnal animals-Nn/Oo | | Bats at the Library—Brian Lies  *Porcupines—*Mary R. Dunn  Welcome to the World of Skunks—Diane Swanson | | | | | -Children will tell what they learned about skunks.  -They will draw a picture of what they learned. | | |
| SL.PK.4 Describe familiar people, places, things, and events with details.  RI.PK.2 Retell details of story | | | | | Weeks  22-36 | | Penguins=  Pp | | Tacky the Penguin—Helen Lester and Lynn Munsinger  The Polar Bear Son  An Inuit Tale—Lydia Dabcorich | | | | | -children will retell story in at least 3 parts | | |
| L.PK.3 Use appropriate language in different contexts. | | | | | Weeks  23-36 | | Quilts-Qq | | *Oma’s Quilt—*Paulette Bourgeous  The Patchwork Quilt—Valerie Flournoy  The Keeping Quilt—Patricia Polacco | | | | | -The children will relate events in the story to personal experiences.  -Each student will design a quilt block for a class quilt. . | | |
| L.PK.4 Use context clues to understand new words and phrases.  SL.PK.1a understand sequence of letters make words | | | | | Weeks  24-36 | | Valentine”s Day | | The Story of Valentine’s—Nancy Skarmeas  The Day it Rained Hearts—Felicia Bond  Valentines are for Saying I Love You—Margaret Sutherland | | | | | -Children will use context clues to understand new vocabulary words about the true story of Valentine’s. | | |
| RI.PK.9 Engage in group reading activity  RI.PK.10 identify  similarities/differences in text | | | | | Weeks  25-36 | | Dental Health Week | | Henzel and Gretel in the Tooth Kingdom—Jaesung Kim  Clarabella’s Teeth—An Vrombaut  Mooses’s Loose Tooth—Jacqueline A. Clarke | | | | | -Children will engage in a group reading activity by taking turns retelling the story  -relate same/different about a loose tooth | | |
| **Unit 5** | | | | **Physical and Earth Science**  **Essential Questions:**   1. What kind of weather can we experience during the spring? 2. What kinds of changes do you see during the spring? | | | | | | | | | | | | |
| L.PK.5 d act out action verbs | | | | | Week  26 | | Rain/ice-  Rr | | Come on Rain!—Karen Hess  The Rain Came Down—David Shannon  Listen to the Rain—Bill Martin, Jr. | | | | | | -Children will dramatize rain in different ways. | |
| RF.PK.3 Begin to understand phonics and word analysis skills.  RF.PK. 3b recognize own name  L.PK.2a capitalize first letter of name | | | | | Weeks  27-36 | | Spring/treesSs/Tt | | *The Busy Tree*—Jennnifer Ward  What a Wonderful World—George David Weiss  A Tree is Nice—Janice Udry | | | | | | students will create a page for a class book , including their self-portrait, name | |
| W.PK. 5 add details to drawing and writing  L.PK. a print some upper/lower case letter | | | | | Week  28 | | Free Week  Dr. Seuss | | Dear Children of the Earth: A Letter From Home—Schim Schimmel  The Very Hungry Caterpillar—Eric Carle  Butterflies: Scholastic First Discovers—Calud Delafosse  The Butterfly Alphabet Book—Scholastic  *Adios Oscar*!—Peter Elvell | | | | | | Students will write some upper/lower case letters they recognized.  -draw something that starts with the letter | |
| **Preschool Math**  **Essential Questions:**What can we learn from the world around us about math?  What is cardinality**?** | | | | | | | | | | | | | | | | |
| Pk.CC.3 Understand the relationship between numbers to 10,connect to cardinality | | | | | Weeks  19-21 | | Topic 13  Counting/  Cardinality | | GWM Discussion Book pgs. 42-43  Math is All Around Us-Tracey Steffora  Ordinal Numbers-Kristin Sterling  Henry the Fourth-Stewart J. Murphy  On the Stairs-Hofstrand Larios  One Moose, Twenty Mice-Clare Beaton  Ten Black Dots-Donald Crews | | Students will place objects in a stated order: first, second, third, last. AB p. 63  Students will match number symbols 1-10 to groups of objects.  AB p. 57  Students will make their own number books with prompting and support. | | | | | |
| Pk.CC. 5 Understand comparison language to 5 | | | | | Weeks 22-24 | | Topic 9  Focus on 5 | | GWM Discussion Book pgs. 30-33  The Addition Book-Jerry Pallotta  The Subtraction Book-Jerry Pallotta  What comes in 2’s, 3’s, and 4’s?-Suzanne Aker and Bernie Karlin | | Students will orally count numbers of objects in a group.  AB p.60  Students will match number symbols 1-5 to groups of objects.  AB p.60 | | | | | |
|  | | | | | Week  25,26 | | Topic 12  Numbers in Order/  Counting | | Buster the Balloon  Every Buddy Counts-Stuart J. Murphy  Adding it Up-Rosemary Wells  Ten Little Caterpillars-Bill Martin Jr. | | Students will say the numbers 1-10 in sequence.  AB p.63  Students will match symbols 1-10 to groups of objects.  AB p. 63 | | | | | |
| Pk. CC.6 Identify first and last | | | | | Weeks  27-28 | | Topic 5  Comparing/ ordering | | GWM Discussion Book pgs. 6-9, 18-19  Let’s Be Clowns  The Best Bug Parade-Stuart J. Murphy  Rabbit’s Pajama Party-Stuart J. Murphy | | Students will order objects by a given attribute and describe the order.  AB p.56  Students will sequence events in a logical order.  AB p.56 | | | | | |
| **Fourth Quarter** | | | | | | | | | | | | | | | | |
| RF.PK.1c recognize words are separated by space | | | | | Week  29 | Easter | | | The Easter Egg—Jan Brett  Happy Easter, Mouse!—Laura Numeroff  *Rechenka’s Eggs*—Patricia Polacco | | | Children will manipulate plastic eggs with words on them to create a sentence. Then copy sentence in journals to show under- standing of space between words. | | | | |
| RF.PK.1d recognize and name some upper/lower case letters and sounds | | | | | Week  30 | Umbrellas/  Storms-Uu | | | *Clouds*—Marian Dane Bauer  *Thundercake*—Patricia Polaco  *Umbrella*—Taro Yashima | | | -using raindrops matching cards with upper/lower case letters match with pictures beginning sound in a file folder game. | | | | |
| RF.PK.2d Isolate initial sounds | | | | | Week  31 | Vegetables-Vv | | | Growing Vegetable Soup  Eating the Alphabet  One Bean | | | -Children create their own volcano book demonstrating R.F.P.K.4  (from week 32) | | | | |
| RF.PK. 4 display emergent reading behavior | | | | | Week  32 | Ar. Children’s  Week | | |  | | |  | | | | |
| L.PK. 1d understand questions words  (what, who where how…) | | | | | Week  33 | Worms-Ww | | | *Max’s Worm Cake*—Rosemary Wells  Diary of a Worm—Harry Bliss  Wiggling Worms at Work—Wendy Pheifer | | | -Students will answer “wh” questions . | | | | |
| **Unit 6** | | **Places We Go**  **Essential Questions:**  1. How do maps help us navigate?  2. Why do we have different forms of transportation?  3. What are the differences between zoo animals and pets? | | | | | | | | | | | | | | |
| W.PK. 8 recall prior knowledge to answer questions  W.PK.7 work on research projects | | | | | Week 34 | | Map study  For travel-Xx | | *Me on the Map*—Joan Sweeney  Where Do I Live?—Neil Chesanow  Follow That Map!—Scot Ritchie | -TSW work together to create a map of their classroom and participate in a scavenger hunt using their created maps. | | | | | | |
| L.PK.2 b attempt to write letters to make words  L.PK. 2 c attempt to spell simple words phonetically | | | | | Week  35 | | Travel to the zoo-Yak  Yy/Zz | | My Visit to the Zoo—Aliki  Good Night, Gorilla—Peggy Rathmann  1, 2, 3, to the Zoo—Eric Carle | -TSW create their own maps of a zoo.  -attempt to spell zoo animal names | | | | | | |
| L.PK.1e use frequent prepositions | | | | | Week  36 | | End of year roundup | | Leo the Late Bloomer—Robert Krauss  Kindergarten Rocks!—Katie Davis  I Can Be Anything—Jerry Spinelli | TSW illustrate a  picture of what they want to be when they grow up.  -pictures will be bound into a classroom book.  -Pictures will have captions, possibly written by child. | | | | | | |
| review | | | | | Week  37 | | Vacation  travel | | How I Spent My Summer Vacation—Mark Teague  Are We There Yet?—Karen Richards  How Will We Get to the Beach?-- Brigitte Luciani | -TSW use magazines or other resources to create a collage illustrating different types of transporation. | | | | | | |
| **Preschool Math**  **Essential Questions:**  How does sorting help us count?  What are 3-D shapes? | | | | |  | |  | |  |  | | | | | | |
| PK.G. 2 Create and build shapes | | | | | Weeks  29-30 | | Topic 3  Week 2  Space and Shape | | GWM Discussion Book pgs. 12-13  Wayne’s New Shape  Cubes, Cones, Cylinders, and Spheres-Tana Hoban  3D Shapes-Marina Cohen  I Think I’ll Go Flying- | Students will match 3D shapes to pictures of shapes.  AB p.54  Students will correctly use language describing the position of an object, such as under, over, in back of, in front of, next to, outside, inside.  AB p.54 | | | | | | |
| PK.G.3 Analyze, compare, and sort objects | | | | | Weeks  31-32 | | Topic 4  sorting | | GWM Discussion Book pgs. 14-15  Milly and Molly  3 Little Firefighter-Stuart J. Murphy | Students will sort objects according to an appropriate self-selected attribute or sorting rule, and explain the sorting.  AB p. 55  Students will describe how a group of objects has been sorted.  AB p. 55 | | | | | | |
|  | | | | | Weeks 33-34 | | Topic 2  Big or Small/Short or Tall | | GWM Discussion Book pgs. 6-9  A Pair of Socks-Stuart J. Murphy  The Hiding Game  Buster the Balloon | Students will identify short, long, and tall objects using extended thinking questions. For example, “How can you tell?”  AB p. 53  Students will identify wide and narrow objects using extended thinking questions. For example, “How do you know?”  AB p.53 | | | | | | |
|  | | | | | Review | |  | |  |  | | | | | | |